



## Integrating Islamic Values and Lampung Local Wisdom in Developing Literal Reading Materials for EFL Students

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**Abstract:** In the teachings of Islam, reading is considered a command from Allah SWT. Literal reading comprehension means understanding information directly from the written text. This study aims to develop literal reading materials based on Islamic values and Lampung local wisdom. The design is research and development (R&D) using Thiagarajan dan Semmel models: define, design, develop, and disseminate (4D). The research participants included a literal reading lecturer and 40 English education study program students. The literal reading materials consist of 9 units and 3 exercises. The study results indicate that Islamic content can provide students with knowledge and understanding of Islamic values and history. Additionally, the materials related to Lampung's local wisdom can enhance students' knowledge and appreciation of local culture. The student's responses to the teaching materials designed were 0% who disagreed, 4,72% less agreed, 42,11% agreed, and 53,17% strongly agreed. The average score is 3.36 and, if converted on a table with a scale of 4, includes in a very good category. Therefore, integrating Islamic values and Lampung local wisdom is worth fostering good manners and preserving local culture.

**Keywords:** islamic values, lampung local wisdom, lampung culture, literal reading

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## INTRODUCTION

In the teachings of Islam, reading is considered a command from Allah SWT. This is evidenced by Allah SWT's first verse, "iqra," meaning "read". Allah SWT commands His servants to read the verses derived from the holy book and the writings produced by human beings. The facts show that through reading, someone will gain knowledge, develop imagination and creativity, foster empathy towards others, enhance social sensitivity, entertain themselves, and learn history (Freire, 2020; Mashrabjonova, 2021; Sadiku, 2015). Reading goes beyond simply acquiring knowledge and sharpens a person's thinking skills. These skills are the foundation for developing emotional, moral, and verbal intelligence. These qualities are crucial in shaping a person's identity (Permatasari et al., 2020). Reading fiction provides limitless possibilities for adventure, connection, and insight and also serves as a source of comfort and escape (Marshall, 2020).

Reading English texts is one of four skills that English Education Study Program students must possess. To enhance reading skills, the English Education Study Program offers four compulsory courses: Literal Reading, Inferential Reading, Evaluative Reading, and Critical Reading. Based on the results of interviews with 58 first-semester students showed that the challenges faced by the students in reading English text were 1) limited English vocabulary proficiency among the students, 2) insufficient knowledge of grammar, including the structure of phrases, clauses, and sentences, 3) low reading frequency or intensity among the students, 4) inadequate prior knowledge of the materials being taught.

English language learning in Islamic University should help the students communicate in English without neglecting local norms, religion, and Indonesian culture. As a foreign language in Indonesia, English language learning materials sometimes contain Western norms and culture that may contradict Eastern culture and Islamic values. Integrating Islamic values into the teaching and learning process is crucial in strengthening students' characters, fostering good manners, and promoting empathy among students (Darlan et al., 2021; Kuswandi & Himayaturrohman, 2020; Na'imah, 2018; Yulianti et al., 2018). As the proverb says, *Al adabu fauqol 'ilmi* means having good manners is more important than knowledge. Therefore, instructional materials integrated with Islamic values are highly recommended for students in Islamic universities.

Local wisdom refers to cultural practices deeply rooted within and inseparable from the community. English language learning based on local wisdom will activate the schemas or background knowledge that students possess with new information they will acquire. The data indicates that English language learning based on local wisdom has been proven effective in improving students' reading skills. The students find it easier to comprehend the lessons because they are closely aligned with real-life conditions in society (Barella, 2021;

Saputro, 2014; Sujinah et al., 2019). Furthermore, integrating local wisdom values into the teaching and learning process is also crucial to preserving the culture in Indonesia. Previous research showed that with the development of the globalization era, Lampung local wisdom was getting abandoned by the young generation (Putra, 2018; Putri, 2018; Septiyana et al., 2021). Therefore, literal reading instructional materials integrated with local wisdom values are essential in preserving the existence of Lampung local culture.

Previous research by Khairiyah et al. (2021) discusses how using local wisdom from Southeast Sulawesi culture in reading materials can improve reading comprehension for second-grade students at MAN 1 Baubau. They found that this approach was effective, making reading more engaging, authentic, and interactive, boosting students' motivation to read. This study uses Lampung's local wisdom, while Khairiyah and her team used Southeast Sulawesi's local wisdom. Faridi and Bahri (2016) conduct research about the English Islamic narrative story reading model, it was found that using Islamic stories is effective and highly valid for improving students' reading skills. This research stands out by using Islamic-themed texts and incorporating Islamic values through Quranic verses and Hadith. Darwanto et al. (2020) focus on including Lampung cultural values in set theory classes for Math Education students. They used a qualitative descriptive method and integrated cultural elements like *Nemui Nyimah* and *Piil Pesenggiri* into the lessons. In addition, Cahyaningati and Diana (2022) explore the mathematical concepts in traditional Arul games. The results showed that the mathematical elements contained in traditional games can be used as learning materials in the classroom to be more contextual and a means of preserving local culture. Both researches share the goal of fostering students' awareness and love for Lampung's local culture, yet in math subject. The researchers will focus in English subject. Haka et al. (2020) discuss the development, feasibility and response of students and educators towards the Biology module based on local wisdom in West Lampung. The biology educator's response was very positive towards the teaching module products.

In this situation, the researchers will develop literal reading materials based on Islamic and Lampung local wisdom values. The instructional materials will refer to the semester lesson plan of the literal reading course. The materials also contain aspects of reading to help the students improve their skills, not only in reading but also in comprehending English texts. Three research questions are formulated: 1) What are the students' needs toward literal reading materials for English education study program students? 2) How are the designs of literal reading materials based on Islamic and Lampung local wisdom in English education study programs?

## METHODS

The research method used is Research and Development (R&D). Educational research and development is used to develop and validate educational products (Gall & Borg, 1989). The development model is simplified by Thiagarajan dan Semmel and divided into four steps (Kurniawan et al., 2017). The four stages were (1) define, the researchers conducted interview with lecturer of literal reading course and administered questionnaires to 40 English education departments students who have taken literal reading course. (2) design, the researchers prepared the syllabus, reading theory, reading components, reading strategies, and materials based on Islamic values and Lampung local wisdom. (3) develop, the researchers developed literal reading book and conducted validation by the experts. (4) disseminate, after the products was completed, it is printed and published, then disseminated to the students and lecturers.

This research was conducted for 6 months in the English education study program at a state university. The data of this study were collected through questionnaires and interviews. This research used questionnaires to gather feedback and evaluations from students, experts, and trial subjects. Three questionnaires were used: the first question was to assess the needs of English Education students in the Literal Reading course; the second gathered feedback from experts in materials, language, and media, and the third collected feedback from students who took part in the study. Furthermore, interviews were conducted with English lecturers to gather information about materials, textbooks, syllabi, and the implementation of teaching. This study used both qualitative and quantitative data. This technique was used for qualitative data to process data from needs analysis, expert validation, product trials, and usage feedback, including comments, input, critiques, and suggestions for product revisions. The data were analyzed using descriptive qualitative techniques. Nevertheless, for quantitative data, this technique involved counting and analyzing data from the needs analysis questionnaires, expert questionnaires, and product trial responses. The data were analyzed using descriptive and inferential statistical methods.

## RESULT AND DISCUSSION

Analyzing learners' needs is a crucial step in developing teaching materials. Need analysis determines what is already known and what will be learned to make the teaching materials relevant to the learners. In this research, need analysis was conducted by administering a questionnaire to second-semester students majoring in the English Education Study Program. The questionnaire was given to 40 students as the research sample.

The results of the need analysis for teaching materials for English Education Study Program students in the Literal Reading course are presented in Table 1:

**Table 1.** Summary of Students' Need Analysis Questionnaire for Literal Reading Course

| <b>The difficulties faced at the pre-reading stage</b>  |                                                                                                                                               |                   |              |                  |               |              |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|------------------|---------------|--------------|
| <b>No</b>                                               | <b>Statement</b>                                                                                                                              | <b>Very often</b> | <b>Often</b> | <b>Sometimes</b> | <b>Rarely</b> | <b>Never</b> |
| 1                                                       | Identifying the genre of a text                                                                                                               | 12,5%             | 30%          | 30%              | 25%           | 2,5%         |
| 2                                                       | Predicting the content of the text to be read                                                                                                 | 40%               | 27,5%        | 15%              | 15%           | 2,5%         |
| 3                                                       | Performing skimming                                                                                                                           | 45%               | 25%          | 17,5%            | 12,5%         | 0%           |
| 4                                                       | Previewing the text                                                                                                                           | 27,5%             | 40%          | 12,5%            | 17,5%         | 2,5%         |
| 5                                                       | Activating prior knowledge about the topic of the text                                                                                        | 47,5%             | 35%          | 10%              | 7,5%          | 0%           |
| 6                                                       | Conducting scanning                                                                                                                           | 60%               | 15%          | 12,5%            | 7,5%          | 5%           |
| <b>The difficulties faced during the reading stage</b>  |                                                                                                                                               |                   |              |                  |               |              |
| <b>No</b>                                               | <b>Statement</b>                                                                                                                              | <b>Very often</b> | <b>Often</b> | <b>Sometimes</b> | <b>Rarely</b> | <b>Never</b> |
| 1                                                       | Finding the topic, main ideas, and supporting ideas in each paragraph                                                                         | 37,5%             | 27,5%        | 25%              | 5%            | 5%           |
| 2                                                       | Finding answers to the previously asked questions                                                                                             | 32,5%             | 37,5%        | 25%              | 5%            | 0%           |
| 3                                                       | Guessing the meaning of words or phrases based on context.                                                                                    | 35%               | 27,5%        | 22,5%            | 12,5%         | 2,5%         |
| 4                                                       | Referring to words or phrases within a text                                                                                                   | 47,5%             | 15%          | 20%              | 10%           | 7,5%         |
| 5                                                       | Finding information within the text                                                                                                           | 40%               | 30%          | 17,5%            | 7,5%          | 5%           |
| <b>The difficulties faced at the post-reading stage</b> |                                                                                                                                               |                   |              |                  |               |              |
| <b>No</b>                                               | <b>Statement</b>                                                                                                                              | <b>Very often</b> | <b>Often</b> | <b>Sometimes</b> | <b>Rarely</b> | <b>Never</b> |
| 1                                                       | Summarizing what has been learned from the text                                                                                               | 47,5%             | 22,5%        | 25%              | 5%            | 0%           |
| 2                                                       | Checking if the reading objectives have been achieved                                                                                         | 7,5%              | 27,5%        | 42,5%            | 20%           | 2,5%         |
| 3                                                       | Comparing what has been learned from the text with one's prior knowledge or experiences                                                       | 30%               | 22,5%        | 25%              | 17,5%         | 5%           |
| 4                                                       | Applying the information learned from the text when completing tasks                                                                          | 15%               | 20%          | 30%              | 25%           | 10%          |
| <b>The need for instructional materials</b>             |                                                                                                                                               |                   |              |                  |               |              |
| <b>No</b>                                               | <b>Statement</b>                                                                                                                              | <b>Very often</b> | <b>Often</b> | <b>Sometimes</b> | <b>Rarely</b> | <b>Never</b> |
| 1                                                       | The Instructional materials in the Literal Reading course contain strategies for reading texts                                                | 50%               | 37,5%        | 12,5%            | 0%            | 0%           |
| 2                                                       | The instructional materials in the Literal Reading course not only contain theory and practice                                                | 45%               | 27,5%        | 20%              | 5%            | 2,5%         |
| 3                                                       | The instructional materials in the Literal Reading course should follow the characteristics of an Islamic higher education institution (PTKI) | 22,5%             | 57,5%        | 15%              | 2,5%          | 2,5%         |
| 4                                                       | The materials in the Literal Reading instructional materials should be closely related to everyday life                                       | 30%               | 52,5%        | 2,5%             | 5%            | 10%          |
| 5                                                       | The materials in Literal Reading instructional materials can enhance knowledge about the Lampung local wisdom                                 | 17,5%             | 47,5%        | 22,5%            | 10%           | 2,5%         |

|   |                                                                                        |     |     |     |    |    |
|---|----------------------------------------------------------------------------------------|-----|-----|-----|----|----|
| 6 | The Literal Reading instructional materials support students in learning independently | 30% | 45% | 25% | 0% | 0% |
|---|----------------------------------------------------------------------------------------|-----|-----|-----|----|----|

Based on the data in the table above, the needs analysis results for English Education Study Program students in the Literal Reading course can be classified into three categories: Necessity, Lack, and Need. First, necessity refers to the reading strategies that the students have to master. Second, lack pertains to the difficulties faced by the students in reading English texts. Third, need represents the information or instructional materials that students need to master in the teaching materials for the Literal Reading course.

Reading is one of the four language skills that students need to develop. Therefore, reading strategies must be taught to help students learn and understand the content of English texts. By learning reading strategies, the students are expected to enhance their understanding when reading English texts. Based on the questionnaire results, 75% of students have difficulty scanning, which is the ability to quickly find information without reading the entire text. Additionally, 70% of students struggle with skimming, which is used to identify the main ideas by reading quickly across the text to extract the essence. Furthermore, 67,5% of students face difficulties in predicting the content of the text. The students also have significant challenges connecting their prior knowledge to the topic within the text. Moreover, 67,5% of students have difficulties to preview the text. Previewing involves guessing the content by reading the title and subtitles and looking at any images, diagrams, or tables in the text.

In the Literal Reading course, several indicators and components need to be mastered by students, including identifying text structure, finding main ideas and supporting ideas in each paragraph, deriving meaning from context, referencing words, and finding information within the text. The questionnaire results showed that second semester students in English Education Study Program struggle to master those components. This is supported by the fact that 70% of students have difficulty finding information within the text. Additionally, 65% of students struggle with determining the topic, identifying the main ideas, and supporting ideas in each paragraph. Furthermore, 62,5% of students have difficulty guessing words' meaning (vocabulary). Moreover, 62,5% of students also face challenges referencing words or phrases within the text (reference).

Needs refer to the information or instructional materials students require for the Literal Reading course. The questionnaire results indicated the following needs: First, 87,5% of students need instructional materials that cover reading strategies, including scanning, skimming, predicting, and previewing. Second, 75% of students need Literal Reading materials that support self-directed learning. Third, 72,5% of students require instructional materials closely related to everyday life to activate and connect their prior knowledge. Fourth, 72,5% of students need instructional materials that not only content theory but also practical exercise and practice relate to the taught content. Fifth, 70% of students need instructional materials that contain Islamic values. Sixth, 65% of students need instructional materials that enhance their knowledge of local wisdom in Lampung society.

An interview was conducted with the lecturer of the Literal Reading course in the English Education Study Program, Mrs. NS. The interview results showed that: First, The Literal Reading materials provided were general texts, and some materials contained Islamic texts but do not use yet include texts based on Lampung local wisdom. The lecturer believed that Islamic contents that are characteristics of Islamic higher education institutions (PTKIN) must be presented in teaching and learning process. This is aimed at providing students with knowledge and understanding Islamic values and Islamic history. Additionally, the materials related to Lampung would significantly pique students' interest in reading text because they are closely related to daily life. Instructional materials based on local wisdom can also enhance students' knowledge and appreciation of local culture. Second, the students faced difficulties in comprehending the content of English texts because they had limitation in English vocabularies. Third, when delivering Literal reading materials, the lecturers still used individual texts and had not yet compiled them into a module or textbook. Having instructional materials for Literal Reading that include theory and practice would undoubtedly facilitate students' learning and support them in becoming more active and independent learners. The process of developing literal reading materials integrated with Islamic values and Lampung local wisdom consists of several steps, including:

## 1. Define

This research was conducted to design literal reading materials based on Islamic values and Lampung local wisdom. The first step conducted by the researchers was to analyze the English education study program's needs in comprehending English texts. The purpose of conducting students' needs analysis was to determine what has already been learned and what has not, ensuring that the developed materials were highly relevant to the learners. The steps taken by the researchers involve administering questionnaires to analyze the difficulties and needs of 40 students of the English education department at a state university. The results of the questionnaires indicated that comprehending English texts was crucial that every university students need to master. However, this skill is challenging and has a relatively high level of difficulty. Therefore, instructional

materials are needed which include 1) reading strategies to assist students in learning and remembering the contents contained in the text, 2) indicators and components of reading skills also facilitate students in answering the questions, 3) exercises in literal reading book make the students accustomed to and familiar with the questions, 4) the materials aligned with the characteristics of PTKI and relevant to daily life so it can activate the students' prior knowledge. Besides giving a questionnaire, the researchers also interviewed the literal reading lecturer at the English education department, Ms. NS. After studying the needs analysis results, the researchers proceeded to design literal reading materials based on Islamic values and Lampung local wisdom for English education department students.

## 2. Design

In this phase, the researchers collected data from several previous studies on the development of reading materials, which were able to use as references to design better instructional materials especially in reading skill in line with the objectives of the study. Additionally, the researchers prepared a syllabus that can be used as a foundation for designing literal reading materials. The syllabus, designed for literal reading materials based on Islamic values and Lampung local wisdom, consists of 9 units and 3 exercises. Unit 1 is about introducing Reading, Unit 2 is about Scanning, Unit 3 is about Skimming, Unit 4 is about Previewing, Unit 5 is about Predicting, Unit 6 is about Main Idea, Unit 7 is about Stated Detailed Questions, Unit 8 is about References, Unit 9 is about Meaning of Vocabulary, and three units contain exercises of literal reading integrated with Islamic text and Lampung local wisdom. The syllabus design for literal reading materials based on Islamic values and Lampung local wisdom can be seen in the table below

**Table 2.** The syllabus design for literal reading materials

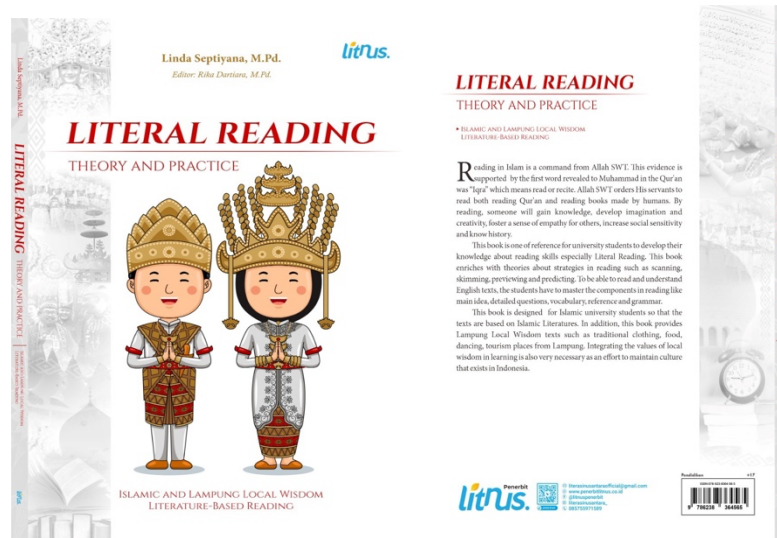
| Unit | Title                     | Sub- Title                                                                                                  | Topic of Reading                                               |
|------|---------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| 1    | Introducing Reading       | What is Reading<br>Purpose of Reading<br>Types of Reading<br>Levels of Reading<br>Comprehension             |                                                                |
| 2    | Scanning                  | What is Scanning<br>How to Scan<br>When you Scan                                                            | Lampung Coffee, One of the Special Coffees from Indonesia      |
| 3    | Skimming                  | What is Skimming<br>How to Skim<br>When you Skim                                                            | Seruit                                                         |
| 4    | Previewing                | What is Previewing<br>How to Preview<br>When to Use Preview                                                 | Ramadhan                                                       |
| 5    | Predicting                | What is Predicting<br>How to Predict<br>Why Predicting is important                                         | The Honest Wood Cutter                                         |
| 6    | Main Idea                 | What is the Main Idea<br>Questions for Main Idea<br>How to find Main Idea                                   | The Power of Istighfar<br>The Importance of Saying Insha Allah |
| 7    | Stated Detailed Questions | What is Stated Detailed Questions<br>Questions for Stated Detailed<br>How to find Stated Detailed Questions | - Prophet Muhammad<br>- Engkak                                 |
| 8    | Reference                 | What is Reference<br>Questions for Reference<br>How to find Reference                                       | - Zakat<br>- Tempoyak                                          |
| 9    | The Meaning of Vocabulary | What is Vocabulary<br>Questions for Meaning of Vocabulary<br>How to find Meaning of Vocabulary              | - Abu Bakr<br>- Tubaba Islamic Center                          |
| 10   | Exercise 1 and Discussion |                                                                                                             |                                                                |
| 11   | Exercise 2 and Discussion |                                                                                                             |                                                                |

## 12 Exercise 3 and Discussion

**3. Develop**

In this phase, the researchers began to design the product, which is the literal reading materials based on Islamic values and Lampung local wisdom for English education department students. The researchers initiated the development of the product by referring to the syllabus that has been adjusted based on the students' needs analysis results. In the initial stage, the researchers started by determining the reading strategies for comprehending English texts, indicators for reading skills, and collecting examples of Islamic texts and Lampung local wisdom. After that, the researchers design exercises of literal reading, which consists of 3 units, and each unit contains 30 questions. This section contains the front and back cover of the Literal Reading book.

The front cover contained the book's title, which is "*Literal Reading: Theory and Practice*". The researchers chose this title to emphasize that the book design was intended for a literal reading course. This book provided theories of reading and exercises for improving literal reading skills. Below the title, the bride and groom were wearing traditional Lampung attire. The Lampung traditional attires belonged to the pepadun culture, completed with siger and tapis Lampung. At the bottom, there was writing "*Islamic and Lampung Local Wisdom Literature Based Reading*," which implied that the reading texts used in this material were based on Islamic texts and Lampung local wisdom texts. This was supported by the image on the right side, which included the picture of siger, melinting dance, and mosque, a place of worship for Moslems.



**Figure 1.** Front and back cover reading practice

On the back cover, the researchers wrote the book title and a brief synopsis or description of the book's content. The purpose of a synopsis is to make it easier for the readers to get an overall or fundamental overview of the book's content. On the left side, there is a picture that contains Quranic verses, the sigeh penguin dance, and a stack of books. The picture served as a symbol that the material developed contained Quranic verses, Lampung culture and reading theory. The table of contents contained the book's titles and subtitles, including the page numbers. Page numbers aim to help readers find the section they want to read. The teaching materials consist of 1) reading strategies to assist students in comprehending and retaining the content within the text and 2) indicators and components in reading skills that can be used to facilitate the students in answering the questions about literal reading. This book contains not only the materials that must be understood to master literal reading skills but also exercises to assess the extent to which the students have understood the materials they have learned. The book consists of Exercise 1, Exercise 2, and Exercise 3, each of which contains 30 items. This section contains the answer key of the exercise. The primary function is to give the correct answer to the questions or exercises in the test. It helps both lecturers and students verify responses.

**4. Disseminate**

The literal reading materials based on Islamic values and Lampung local wisdom, after being revised based on the comments and suggestions from the expert, were then printed and tested to find out the responses from the English education study program students toward the materials. The students' response to literal reading materials based on Islamic values and Lampung local wisdom had been given to 40 students of the English education department is very good. The assessment of students' responses to the literal reading

materials based on Islamic values and Lampung local wisdom is as follows:

**Table 3.** The Students' Responses toward Literal Reading Materials

| Statements           |                                                                                                                   | SA        | A   | LA | D |
|----------------------|-------------------------------------------------------------------------------------------------------------------|-----------|-----|----|---|
| <b>Material</b>      |                                                                                                                   |           |     |    |   |
| 1                    | The content in the teaching materials is quite broad and profound                                                 | 15        | 20  | 5  | 0 |
| 2                    | The exercises in the teaching materials are based on Islamic text and Lampung local wisdom text                   | 23        | 17  | 0  | 0 |
| 3                    | The teaching materials can help the students practice reading comprehension skills, especially in literal reading | 13        | 20  | 7  | 0 |
| 4                    | The teaching materials align with the learning objectives                                                         | 18        | 19  | 3  | 0 |
| <b>Language</b>      |                                                                                                                   |           |     |    |   |
| 5                    | I easily understand the language used in the teaching materials                                                   | 23        | 12  | 5  | 0 |
| 6                    | The use of language is effective and efficient                                                                    | 12        | 24  | 4  | 0 |
| 7                    | The use of English structure is good and right                                                                    | 20        | 18  | 2  | 0 |
| <b>Presentation</b>  |                                                                                                                   |           |     |    |   |
| 8                    | The font face used is easy to read                                                                                | 16        | 24  | 0  | 0 |
| 9                    | The writing layout is consistent, neat, and interesting                                                           | 13        | 23  | 4  | 0 |
| 10                   | The paper size used is suitable for a standard textbook                                                           | 21        | 17  | 2  | 0 |
| 11                   | The overall layout is attractive and proportionate                                                                | 23        | 14  | 3  | 0 |
| Sum                  |                                                                                                                   | 197       | 208 | 35 | 0 |
| Sum x research scale |                                                                                                                   | 788       | 624 | 70 | 0 |
| Total                |                                                                                                                   | 1482      |     |    |   |
| Percentage           |                                                                                                                   | 84,2%     |     |    |   |
| Average              |                                                                                                                   | 3,36      |     |    |   |
| Description          |                                                                                                                   | Very Good |     |    |   |

Based on the data above, it can be concluded that literal reading materials based on Islamic values and Lampung local wisdom for students in the English education department are included in the very good category. It is shown in the average assessment score after being converted into quantitative data, which was 3.36. In developing literal reading materials integrated with Islamic and Lampung local wisdom, there were four phases. The first phase was defining, which consisted of performing a needs analysis. Through the results questionnaire and interview with the English lecturer regarding the literal reading learning process in the classroom, it was recognized that a significant issue was the insufficient availability of reading materials for the students. The lecturers still used individual texts and had not yet compiled them into a module or textbook. Therefore, the researchers developed the literal reading textbook to support students' learning success.

This reinforces the research conducted by [Haka et al. \(2020\)](#) that in the learning process, it was crucial to include learning materials or supplementary resources for effective content delivery, one of which was printed materials, particularly textbooks. Module or textbook-based teaching materials offer significant benefits for the teachers when conveying content to the students. They provide adaptability, allowing teachers to customize the delivery of materials to suit the unique needs of each student. As a result, students can participate in independent learning ([Rizal, 2013](#)). Teaching materials suitable for learners' characteristics will ensure that the presented content is well understood ([Morrison & Ross, 2013](#)). Besides, it was found that Literal Reading materials provided were used general texts, and some materials contained Islamic texts but do not yet include texts based on Lampung local wisdom. The materials related to Lampung would significantly pique students' interest in reading text because they are closely related to daily life. Instructional materials based on local wisdom can also enhance students' knowledge and appreciation of local culture. It supports [Khusniati \(2014\)](#) and [Mimin \(2021\)](#) that teachers should develop educational materials based on local wisdom for engaging learning experiences to cultivate students' character. This involves promoting traits like teamwork, tolerance, and a compassionate attitude. It is in line with the research conducted by [Sutarna \(2021\)](#) that local wisdom-based learning is able to maintain national identity and live in harmony with a cultured society. Through local wisdom education, learners must learn from real-life experiences within the school and the community. This model also helps maintain self-identity or a sense of nationalism, thus automatically instilling an understanding of local wisdom in every student ([Wafiqni & Nurani, 2019](#)).

The second phase was the designing and developing stage. In this phase, the researchers began to design the product, which is the literal reading materials based on Islamic values and Lampung local wisdom for English education department students. The findings of this study showed that integrating Islamic values and Lampung local wisdom in designing Literal Reading materials consisted of syllabus development, including

learning outcomes, learning objectives, and indicators. The indicator was transformed into a goal for each skill and topic. The syllabus has been designed based on the students' needs for Islamic and cultural values. These findings are in line with the existing relevant researchers (Br Ginting & Hartoyo, 2021; Oktariyani et al., 2023; Prayoga et al., 2021) that the development of appropriate learning materials should be based on the students' needs. In addition, the learning materials development contained reading strategies for comprehending English texts, indicators for reading skills, and collecting examples of Islamic texts and Lampung local wisdom. After that, the researchers design exercises of literal reading, which consists of 3 units, and each unit contains 30 questions.

Reading materials that have been developed were further validated in order to obtain valid material. There were three kinds of experts, namely, content validator, linguistic validator, and media validator. Emzir (2010) supports that validation involves evaluating the product design by assigning a rating through logical reasoning. Based on the validity from the experts, the literal reading materials developed were good and valid, with category content validity of 85%, linguistic validity of 83%, and media validity of 82%. This aligns with Tegeh et al. (2014) that the range between 75-89% represents a valid category and must be revised as needed. The last phase was disseminating. After revising the materials based on the feedback from the expert, the researchers tested to find out the responses from the English education study program students toward the materials. The students' responses to literal reading materials based on Islamic values and Lampung local wisdom were given to 40 English education department students. The results proved that the literal reading materials developed were very good. It is shown in the average assessment score after being converted into quantitative data, which was 3.36. This follows Sudiyo (2005). Therefore, the developed literal reading materials integrated with Islamic values and Lampung local wisdom were easy to comprehend and highly beneficial in teaching literal reading to Islamic university students because the materials can foster an Islamic spirit and strengthen students in their behavior.

## CONCLUSION

Designing literal reading materials based on Islamic values and Lampung local wisdom is needed for students in the English education department. Based on the results of a questionnaire that has been given to 40 students of the English education department, it can be classified into three categories: 1) necessity, which includes the reading strategies that students must master; 2) lack, which encompasses the difficulties faced by the students when reading English text; 3) need, which refers to the information or teaching materials that students need to master in the literal reading course. The steps that have been used in this study comprise four steps, namely, a) define, b) design, c) develop, and d) disseminate. Moreover, the students' response to literal reading materials based on Islamic values and Lampung local wisdom that has been conducted to 40 students expressed 0% disagreed, 4,72% less agreed, 42,11% agreed, and 53,17% strongly agreed. The average score is 3.36 and, if converted on a table with a scale of 4, includes into a very good category. Therefore, literal reading materials based on Islamic values and Lampung local wisdom are worth applying to students. For other researchers, similar reading materials can be further developed using different approaches to increase students' insights.

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